

*Adviser Supplement* Author: Suzanne Mewborn      *Adviser Supplement* Editor: Lisa Coston Hall  
*Tar Heel Junior Historian* Editor and Cover Designer: Lisa Coston Hall

Tar Heel Junior Historian Association    Phone: 919-807-7985    Fax: 919-733-8655  
 North Carolina Museum of History    4650 Mail Service Center    Raleigh, NC 27699-4650  
 thjhaclubs@ncmail.net

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# **Fall 2007 *Tar Heel Junior Historian* Key North Carolina Curriculum Alignments**

## **Social Studies Grade 4**

### **Goal 1: The learner will apply the five themes of geography to North Carolina and its people.**

- Objective 1.01: Locate, in absolute and relative terms, major landforms, bodies of water, and natural resources in North Carolina.
- Objective 1.02: Describe and compare physical and cultural characteristics of the regions.
- Objective 1.03: Suggest some influences that location has on life in North Carolina, such as major cities, recreation areas, industry, and farms.
- Objective 1.04: Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.
- Objective 1.05: Assess human movement as it relates to the physical environment.

### **Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.**

- Objective 2.01: Locate and describe American Indians in North Carolina, past and present.
- Objective 2.02: Trace the growth and development of immigration to North Carolina, over time, from Europe, Asia, and Latin America.
- Objective 2.03: Describe the similarities and differences among people of North Carolina, past and present.
- Objective 2.04: Describe how different ethnic groups have influenced culture, customs, and history of North Carolina.

### **Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas.**

- Objective 3.01: Assess changes in ways of living over time and determine whether the changes are primarily political, economic, or social.
- Objective 3.02: Identify people, symbols, events, and documents associated with North Carolina's history.
- Objective 3.03: Examine the Lost Colony and explain its importance in the settlement of North Carolina.
- Objective 3.04: Compare and contrast ways in which people, goods, and ideas moved in the past with their movement today.
- Objective 3.05: Describe the political and social history of colonial North Carolina and analyze its influence on the state today.

**Goal 7: The learner will recognize how technology influences change within North Carolina.**

- Objective 7.01: Cite examples from North Carolina's history of the impact of technology.
- Objective 7.02: Analyze the effect of technology on North Carolina's citizens, past and present.
- Objective 7.03: Explain how technology changed and influenced the movement of people, goods, and ideas over time.
- Objective 7.04: Analyze the effect of technology on North Carolina citizens today.
- Objective 7.05: Identify the advantages and disadvantages of technology in the lives of North Carolinians.

**Social Studies**  
**Grade 7**

**Goal 1: The learner will use the five themes of geography and geographic tools to answer geographic questions and analyze geographic concepts.**

- Objective 1.01: Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places, and regions in Africa, Asia, and Australia.
- Objective 1.02: Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.
- Objective 1.03: Use tools such as maps, globes, graphs, charts, databases, models, and artifacts to compare data on different countries of Africa, Asia, and Australia and to identify patterns, as well as similarities and differences.

**Social Studies**  
**Grade 8**

**Goal 1: The learner will analyze important geographic, political, economic, and social aspects of life in the region prior to the Revolutionary Period.**

- Objective 1.01: Assess the impact of geography on the settlement and developing economy of the Carolina colony.
- Objective 1.02: Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony.

# Activity 1: Exploring Geography Using Historical Maps

by Steve Pierce, North Carolina Geographic Alliance

Grades: 4–12

**Overview:** Maps have been used for centuries to depict the natural and cultural features of a place. We rely on reference maps like those found in an atlas to find where a place is located. We use highway maps to determine how to get places. Our textbooks use maps to show us where important events took place or to convey information about a place, such as landforms, bodies of water, nationalities, or languages spoken.

All maps show us the understanding that the mapmaker has of each place. The more complete the mapmaker's information, the more accurate the map will be. Today, satellite imagery leaves no doubt as to the shape and character of the land. In the past, however, mapmakers had only explorers' descriptions of the lands they visited. Mapmakers portrayed their ideas of what the land was like, resulting in maps that used guesswork as well as knowledge.

Historical maps show us the understanding the people of the time had of lands near and far. We can analyze historical maps and note the obvious and subtle differences from our modern maps. These historical maps give us insight into how early mapmakers tried to show what newly explored lands were like, based on the information they were provided.

- Procedure:**
1. To introduce some of the concepts of this lesson, have students read the following fall 2007 *THJH* articles:
    - "Explorers Are You: Tar Heel Junior Historians, Pigs, and Sir Walter Raleigh," by Dr. Joseph C. Porter
    - "Map Making"
    - "Time Line of Exploration"
    - "A Long and Difficult Journey across the Atlantic," by the Education Department Staff, Roanoke Island Festival Park
  2. Use the information that follows (on elements of a map and the five skills of geography) as the basis for a class discussion.
  3. Photocopy and distribute the Activity Sheet on pages 5 and 6 of this *Adviser Supplement*. Also distribute copies of maps entitled Figures 1, 2, 3A, and 3B. Students can work independently or in small groups. Two additional maps not directly referenced in the activity have been included, as well.

## Elements of a Map

Whether we look at a modern or historical map, there are certain elements that are common to both. Many of these elements can be remembered by an acronym: DOGTAILS. Maps contain some or all of these elements:

<u>D</u>	<b>Date</b>	When the map was made
<u>O</u>	<b>Orientation</b>	Directions—cardinal (N, E, S, W)
<u>G</u>	<b>Grid</b>	Intersecting lines used to locate places on a map (latitude and longitude)
<u>T</u>	<b>Title</b>	The subject of the map
<u>A</u>	<b>Author</b>	Who made the map
<u>I</u>	<b>Index</b>	Addresses of places on the map—usually using letter-number coordinates
<u>L</u>	<b>Legend</b>	Explanation of what the symbols used on the map mean
<u>S</u>	<b>Scale</b>	Tells what the map distance is—usually in the form of a bar scale or a ratio

A modern state highway map has most of the DOGTAILS elements. Many maps have only some of the elements, such as a title, date, compass rose (orientation), and legend. The legend is important because it tells us what the symbols used on the map stand for. Mapmakers use symbols to show physical characteristics, such as mountains and swamps, or human characteristics, such as cities and airports.

### **The Five Skills of Geography**

One important aspect of *Geography for Life: The National Geography Standards (1994)* is the five skills of geography. These five skills provide a framework for the study and analysis of almost any topic. Applied to studying historical maps, examples of the five skills include:

#### **1. Asking Geographic Questions**

How have maps of North Carolina changed over time?

#### **2. Acquiring Geographic Information**

Gather a variety of historical maps of North Carolina and the United States through:

- Internet search
- textbooks
- archives

#### **3. Organizing Geographic Information**

Put maps in chronological order

Note the authors of the maps

#### **4. Analyzing Geographic Information**

Compare and contrast each historical map with a modern map:

Identify DOGTAILS on the map

Identify inaccuracies on the maps

Use a Map Analysis Worksheet (handout available by accessing <http://www.archives.gov/education/lessons/worksheets>)

#### **5. Answering Geographic Questions**

What can account for the inaccuracies of early maps?

How did the maps change over time? Why?

### **For More Information**

Lesson plans and activities on maps and geography are available at the North Carolina Geographic Alliance Web site, [www.ngsednet.org/ncga](http://www.ngsednet.org/ncga). Log on and join the NCGA EdNet by following the prompts at the top of the page.

# Activity Sheet: Historical Maps

## Analyzing Historical Maps

Let's examine three examples of historical maps of North Carolina. You will need a modern map of North Carolina to compare with the historical maps.

First examine the de Bry-White map (Figure 1). Use these questions as you analyze this map.

1. When was this map produced? You will find this information in the three cartouches on the left and right hand sides of the map. The upper right cartouche has information in Latin. The year in Roman numerals is MDLXXXV. ( $1,000+500+50+35=1585$ ). The map also tells us it was made during the twenty-seventh year of the reign of Queen Elizabeth I. (You can research and do the math to verify the date.) Sources date the engraving of this map as 1590.
2. What is the context of the date? When did the voyages sponsored by Sir Walter Raleigh take place? What colony in present-day North Carolina was established during this time period?
3. Notice the land and water features on the map. Are there any recognizable features? Can you locate the Outer Banks? Name as many of these features as you can.
4. Look at the orientation of the map by finding the compass rose. The terms ORIENS and OCCIDENS mean EAST and WEST, respectively. The map should be rotated a one-quarter turn counterclockwise so that north is at the top of the page. (Note the elaborate arrow on the compass rose.) Once you have rotated the map, does it compare more favorably with the modern map of this part of North Carolina?
5. Note place-names. Look over the map and see how many place-names you can identify that match present-day names. Is North Carolina named on the map? If not, why not? List present-day names that correspond to these from the map: Virginia, Hatorask, and Roanoac.
6. Finally notice the information that would interest explorers. What vessels are shown outside the Outer Banks and within the barrier islands and the mainland? What does this indicate about the depth of the sounds? (The sounds are shallow because no ships are within the islands, only small canoes.) Are people indicated on the map? Are they armed?

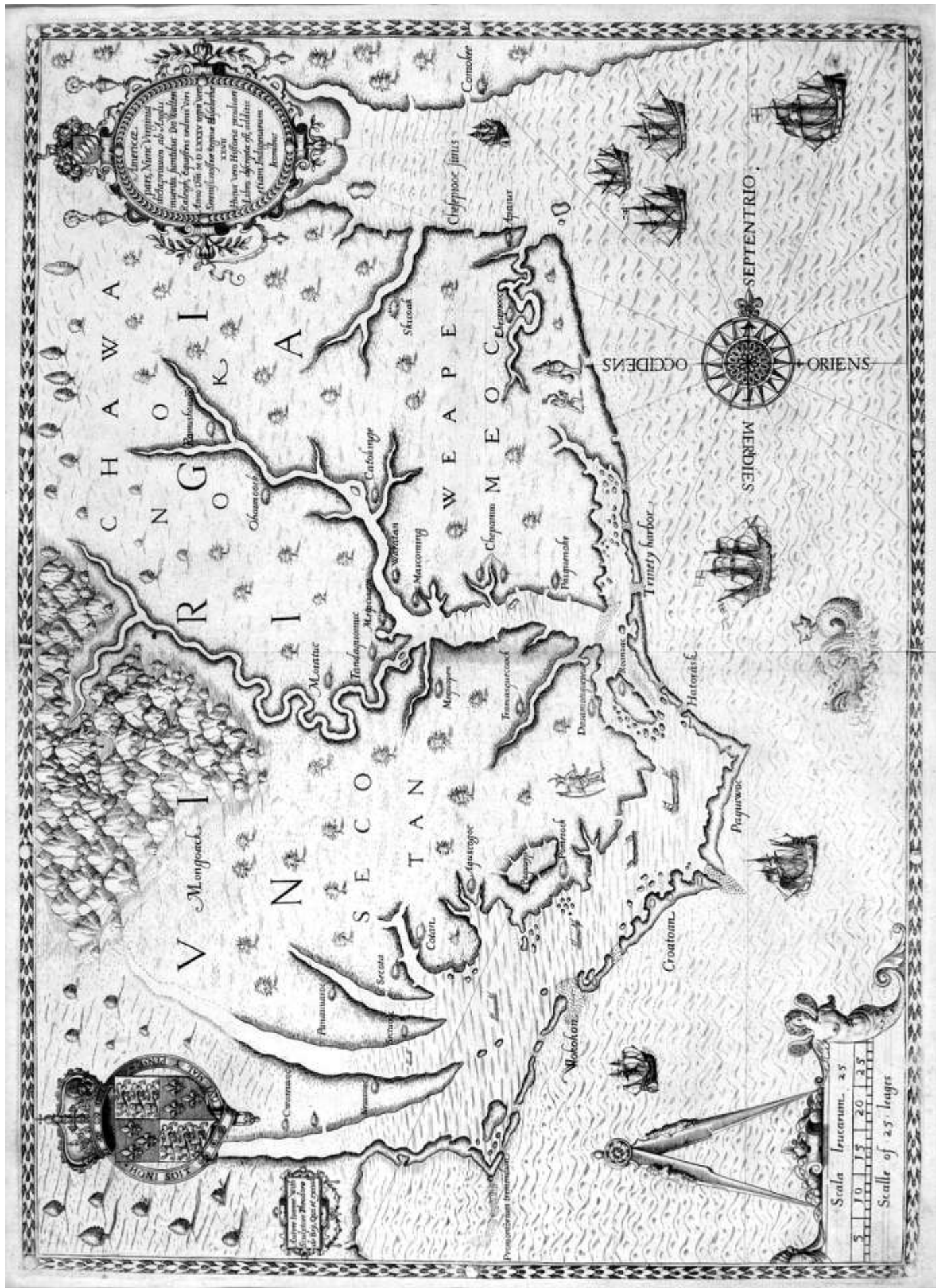
Next look at the Speed map of 1676 (Figure 2).

1. Does the compass rose indicate that this map needs to be rotated? (Note the orientation of the Outer Banks and the arrow on the compass rose.)
2. What is the title of the map? What does this reflect about the early colonial period? (Prior to 1712, the colony of Carolina encompassed both North Carolina and South Carolina.)
3. How has the level of detail on this map improved as compared to the de Bry-White map? Look at the names of the capes on the Outer Banks and areas to the north and south. Compare them to a modern map and identify them. Are any rivers and sounds named on the Speed map? Notice settlement names and county names. What names correspond to present-day names?
4. As you move inland (west), what land features are shown? Can you locate any mountains? What are these named on the map? What does this tell us about

how geographic knowledge concerning Carolina had improved over the previous map?

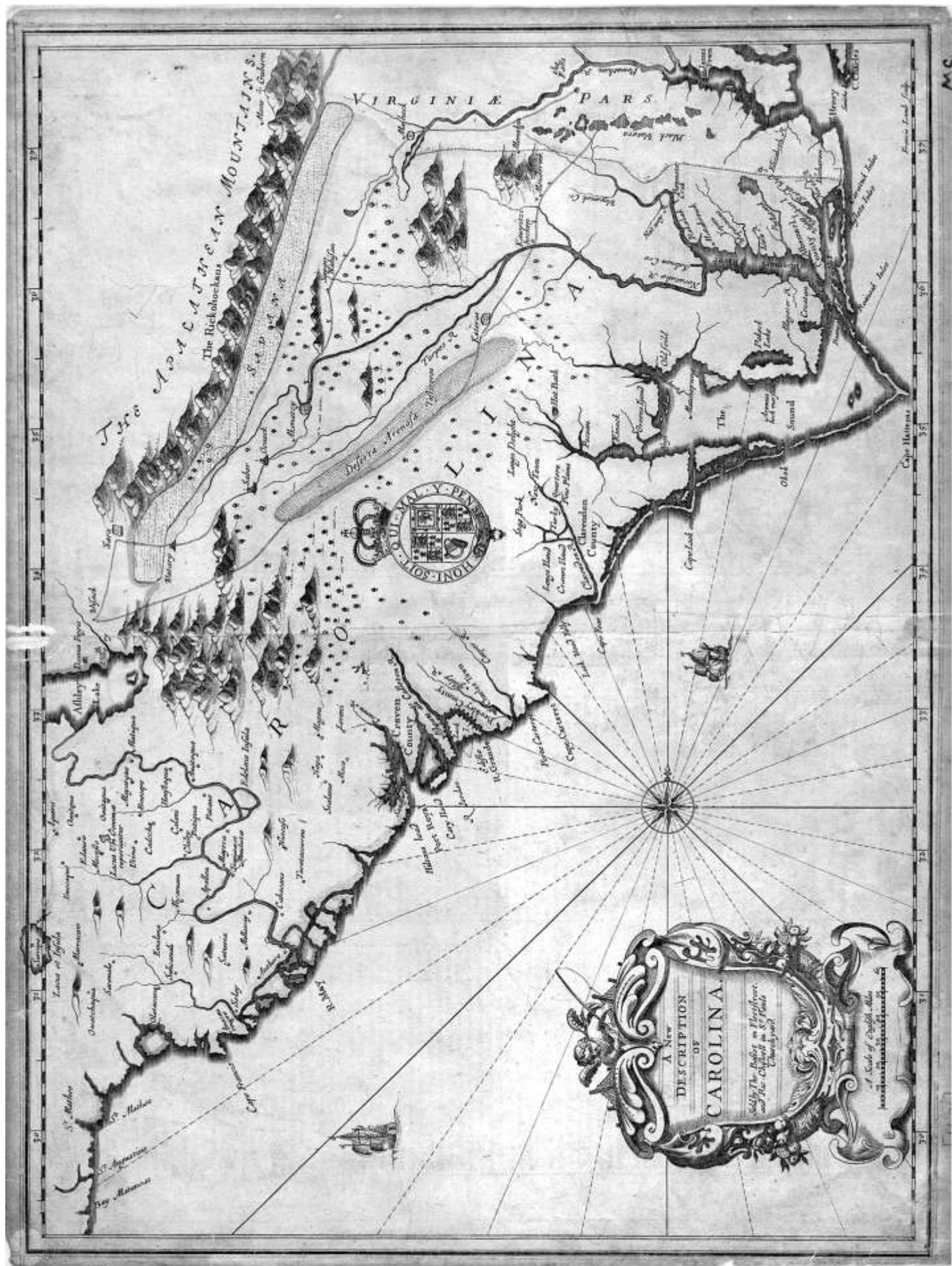
Finally, look at the Mouzon map of 1775 (Figures 3A and 3B, which represent the upper half of this larger map).

1. Is the map oriented as we normally orient our maps?
2. Notice boundary lines and the names of the colonies on this map. What is the historic context of this map? (It was made just prior to the Declaration of Independence.) What colonies are named on this map?
3. Compare the number of county names on this map with the older maps and the modern map.
4. In what ways does the map show an increased understanding of North and South Carolina? What are some details that exemplify this better knowledge of the geography of the colonies?
5. Identify some rivers and other features that are found on this map.

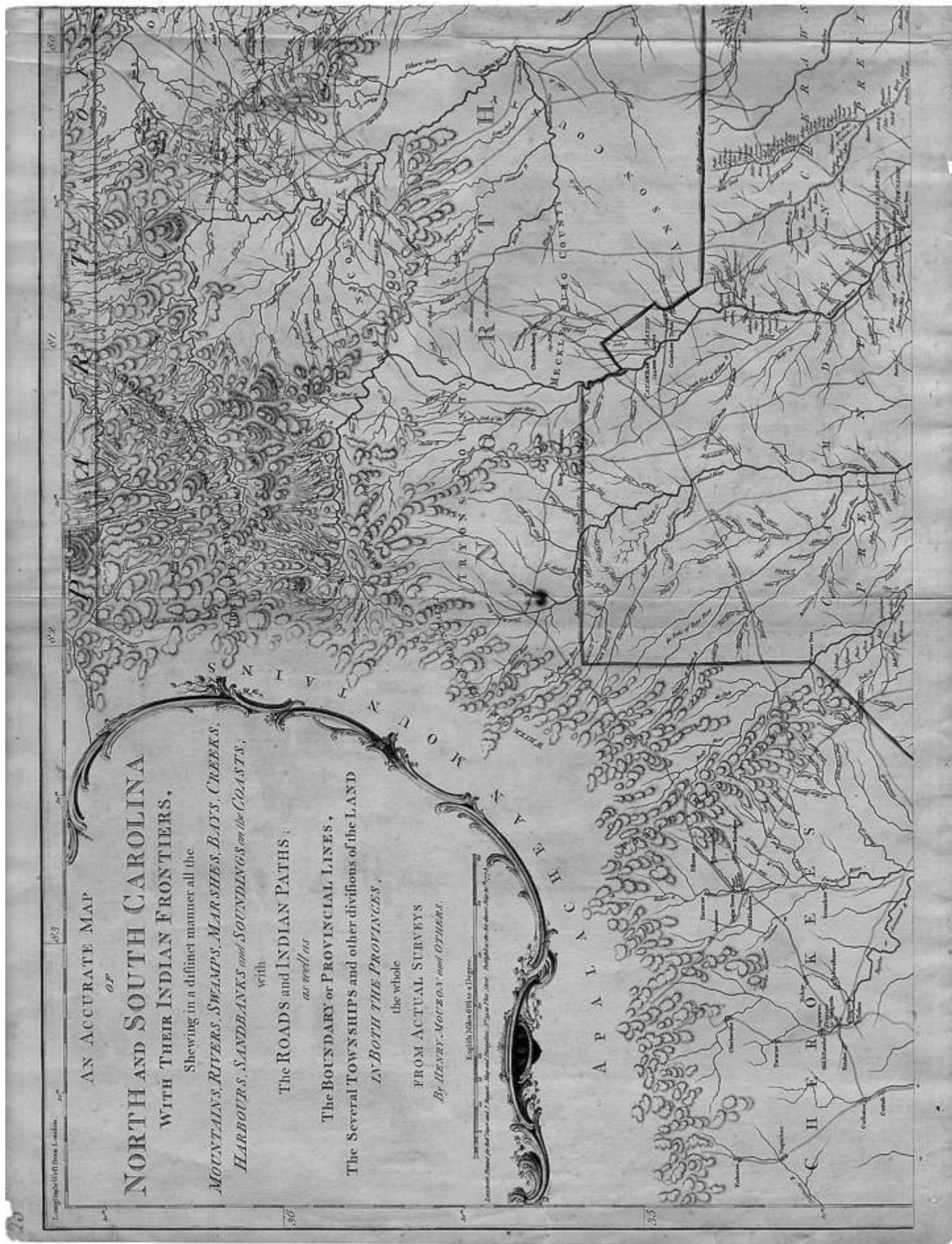


**Figure 1** (Image courtesy of the North Carolina Museum of History)





**Figure 2** (Image courtesy of the State Archives, North Carolina Office of Archives and History)



**Figure 3A** (Image courtesy of the State Archives, North Carolina Office of Archives and History)

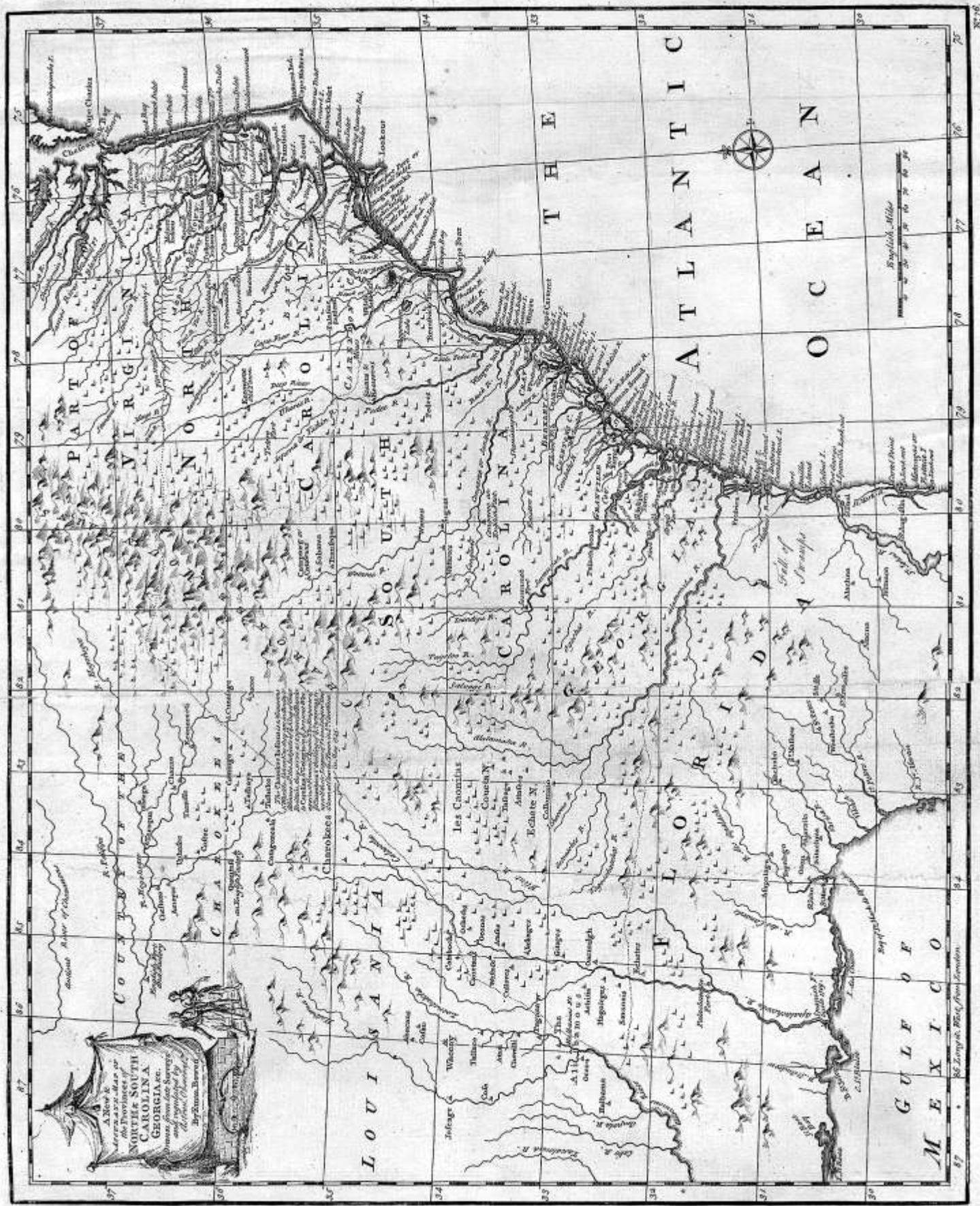




**Figure 3B** (Image courtesy of the State Archives, North Carolina Office of Archives and History)







**Figure 5** (Image courtesy of the State Archives, North Carolina Office of Archives and History)

## Activity 2: Welcome to the New World

Built on a lesson by Barbara Jean, from *LEARN North Carolina*, 2004. Available on the Web at [www.learnnc.org/lessons/bjean952004-03](http://www.learnnc.org/lessons/bjean952004-03).

Grade: 8

Overview: This lesson provides students with an opportunity to read and interpret writings of the late 1500s and to transfer the information provided in them into a visual medium as a means of understanding and interpretation. The lesson also provides practice in persuasive techniques.

- Procedure:
1. Review students' knowledge of early English exploration in North Carolina using a KWL chart. Then have students read the following fall 2007 *THJH* articles:
    - "Explorers Are You: Tar Heel Junior Historians, Pigs, and Sir Walter Raleigh," by Dr. Joseph C. Porter
    - "Time Line of Exploration"
    - "Earliest American Explorers: Adventure and Survival," by John W. Kincheloe III
    - "Fact and Fiction: Looking for the Lost Colonists," by Dr. Charles R. Ewen and Dr. E. Thomson Shields Jr.
    - "The Art of John White," by Suzanne Mewborn
  2. After reviewing the articles, make sure that students can identify the following individuals involved in early English exploration: Arthur Barlowe, Phillip Amadas, Thomas Harriot, John White, Ralph Lane, Richard Hakluyt, Sir Walter Raleigh, and Queen Elizabeth I.
  3. If possible, set up a computer with a screen visible to all students in order to display some of John White's watercolor drawings. The drawings are included in the Thomas Harriot document accessible at <http://www.docsouth.unc.edu>. You may also use printed copies of various White drawings to post in the classroom during the activity.
  4. Divide the class into five groups, making sure each group is heterogeneously balanced with strong, medium, and low readers.
  5. Give each group a copy of a selection made from Harriot's *A Brief and True Report of the New Found Land of Virginia* (which is accessible at <http://www.nps.gov/archive/fora/hariotreport.htm>). Let each group decide how they want to read the selection aloud—taking turns or selecting or volunteering one or two readers.
  6. While one member is reading, the rest of the group should listen and follow along carefully, taking notes on the descriptions being read.
  7. Once the reading is complete, the group will decide whether to create a travel brochure or a real-estate advertisement that might be used in England, ca. 1500s, to persuade people to join a voyage to "Virginia."

8. All members must take an active role in designing and completing the visual, which should clearly show the group's understanding and interpretation of the reading.
9. Each group's completed visual should be appropriate to the time period in question.

During this activity, the teacher will move from group to group listening to the reading, answering questions, explaining concepts from the reading selections, and advising on the visual creation, when necessary.

### **Extension Activity**

Ask students to write down their impressions of John White's watercolors of American Indians. Use both lower- and higher-level thinking questions to prompt students. What are the American Indians wearing? What do they look like? What do their clothes look like? How does the artist depict the original inhabitants of North Carolina?

### Activity 3: Technology in 1587

*Built on a lesson by Dr. Linda Robinson, from The Lost Colony drama's resources for educators. Access [www.thelostcolony.org](http://www.thelostcolony.org) for more.*

Grades: 4–12

Overview: Given a list of inventions, students are asked to research the development of these technologies to determine if they could have been available to the earliest colonists in North Carolina. They then brainstorm about the effects of these technologies' presence or absence.

Procedure: 1. For background, have students read the following fall 2007 *THJH* articles:

- “A Long and Difficult Journey across the Atlantic,” by the Education Department Staff, Roanoke Island Festival Park
- “Fact and Fiction: Looking for the Lost Colonists,” by Dr. Charles R. Ewen and Dr. E. Thomson Shields Jr.

2. Photocopy and distribute the Activity Sheet on page 16 of this *Adviser Supplement*. Students can work independently or in groups.



## Activity Sheet: Technology in 1587

*Directions: Of the inventions listed below, decide which would have been available at the time of the Roanoke Island colonists in 1587 (yes or no). Then consider the effects that each invention's presence or absence might have had on the colonists and their mission.*

INVENTION	YES or NO	EFFECTS
<b>electric light bulb</b>	No	Make and use wax candles (fire) or have no light at night; go to bed at dark; need string and wax
<b>refrigerators</b>		
<b>sewing machine</b>		
<b>telescope</b>		
<b>scissors</b>		
<b>glass</b>		
<b>gas stoves</b>		

## Activity 4: Colony Selection Simulation

*Built on a lesson by Dr. Linda Robinson, from The Lost Colony drama's resources for educators. Access [www.thelostcolony.org](http://www.thelostcolony.org) for more.*

Grades: 4–12

**Overview:** This activity puts the students in the stakeholder position of being employed by Sir Walter Raleigh to select potential colonists for the first English settlement in the New World. The simulation requires students to review information on sixteen potential colonists and select only ten. Students must make difficult decisions concerning the need for specific professions, usefulness of certain skills in a wilderness, and the possibility of leaving some family members behind.

**Procedure:** 1. Have students read the following fall 2007 *THJH* articles:

- “Explorers Are You: Tar Heel Junior Historians, Pigs, and Sir Walter Raleigh,” by Dr. Joseph C. Porter
- “Time Line of Exploration”
- “A Long and Difficult Journey across the Atlantic,” by the Education Department Staff, Roanoke Island Festival Park
- “Fact and Fiction: Looking for the Lost Colonists,” by Dr. Charles R. Ewen and Dr. E. Thomson Shields Jr.
- “Escape through the Great Dismal Swamp,” by Dr. Noeleen McIlvenna
- “What Do Explorers Do When They Aren’t Exploring?” by Bea Latham

2. Photocopy and distribute the Activity Sheets on pages 18 and 19 of this *Adviser Supplement*. Students can work independently or in groups.

## Activity Sheet A: Colony Selection Simulation

**Directions:** You have been employed by Sir Walter Raleigh to choose the most qualified individuals as settlers in the Cittie of Raleigh in the New World. However, you only have supplies and room on the ship for ten people. The following people have applied to go. Which ten will you select? Remember, there is no single right answer, but you must be able to explain and justify your choices.

Robert Dawson	Robert is a twenty-eight-year-old artist. He is very good at sketching. He is also married, but his wife does not want to go. She will stay in England. They have no children.
Eleanor Davis	Eleanor is a housewife expecting her first child. She cooks, cleans, and is married to Alexander Davis. She has no formal education or training outside of the home.
Alexander Davis	Married to Eleanor, he has been very sick and unable to work because of his illness. Before he became ill, he was a basketweaver.
Samuel Clemens	Reverend Clemens is an eighty-five-year-old minister who is unmarried.
Thomas Meeks	Dr. Meeks is a thirty-five-year-old medical doctor. He has a wife and five children, all of whom want to live in the New World.
Sarah Meeks	Married to Thomas Meeks, Sarah is a full-time mother. She has not learned to cook because she has always had a servant to cook for her.
Bradley Meeks	Bradley is twelve years old and is the oldest of the Meekses' children. He is fairly well mannered.
Lindsay Meeks	Lindsay is ten years old and helps some with the housework.
Edward Meeks	Edward is six years old and is often disobedient and hard to handle.
Sally Meeks	Sally is only two years old and has the whooping cough.
Liza Meeks	Liza is eight years old and deaf.
Herman Guest	Herman is fifty-six years old and is a very strong sailor. He is in good physical health and not married.
George Hupert	George is forty-two years old and was the former governor of a small English settlement in Trinidad. He is married with no children.
Elizabeth Hupert	Forty-two-year-old Elizabeth is the wife of George Hupert. She is a cousin of Queen Elizabeth of England.
Richard Sharp	Richard is from a wealthy family, twenty-one years old, and single. He has a great deal of money himself, but he has never held or been trained for a job.
Rebecca Wadsworth	Rebecca is not married. She is an excellent seamstress. She designs and makes clothes for the royal family.

## Activity Sheet B: Colony Selection Simulation

*Directions: List the ten people that you have selected to be members of the first permanent English settlement in the New World. Explain your reasons for choosing them.*

SETTLER	WHY HE OR SHE WAS CHOSEN

## Activity 5: What's Wrong with This Picture?

*Built on a lesson by Dr. Linda Robinson, from The Lost Colony drama's resources for educators. Access [www.thelostcolony.org](http://www.thelostcolony.org) for more.*

Grades: 4–12

Overview: Students are given a list of headlines that have hidden discrepancies in information and logic. The students should determine which headlines could not have been true (acknowledging that the Roanoke colonists would not have had newspapers!) and give the reasons.

Procedure: 1. Have students read the following fall 2007 *THJH* articles:

- "Time Line of Exploration"
- "Explorers Are You: Tar Heel Junior Historians, Pigs, and Sir Walter Raleigh," by Dr. Joseph C. Porter
- "A Long and Difficult Journey across the Atlantic," by the Education Department Staff, Roanoke Island Festival Park
- "Fact and Fiction: Looking for the Lost Colonists," by Dr. Charles R. Ewen and Dr. E. Thomson Shields Jr.

2. Photocopy and distribute the Activity Sheet on page 21 of this *Adviser Supplement*. Students can work independently or in groups. For some items, they will need to use their textbooks or another resource such as the Internet.

## Activity Sheet: What's Wrong with This Picture?

*Directions: Which of the following statements or "headlines" could never have been true in 1587 and why? Mark the ones that you suspect could not have been logically written and give the reason why.*

	<b>Queen Elizabeth I Supports Exploration of the New World</b>
	<b>Sir Walter Raleigh Returns from Roanoke Island Voyage</b>
	<b>Selection Process Completed for Lost Colony Voyages</b>
	<b>Raleigh Declares United States a Land of Opportunity for Explorers</b>
	<b>Colonists Plagued with Bacteria from New World Fruits</b>
	<b>Christopher Columbus Amazed by Raleigh's Expeditions</b>
	<b>Colonists Land on North Carolina Coast</b>
	<b>Roanoke Colonists Receive Help from Spanish Armada</b>
	<b>Ships Headed for Roanoke Island Stall for Lack of Oil</b>
	<b>Colonists Offer Peace Offerings to Cherokee</b>

## Answer Key: What's Wrong with This Picture?

X	<b>Queen Elizabeth I Supports Exploration of the New World</b> No one would have referred to Queen Elizabeth as Elizabeth I until years later, after there was an Elizabeth II.
X	<b>Sir Walter Raleigh Returns from Roanoke Island Voyage</b> Sir Walter Raleigh never went on any of the Roanoke voyages, although he did go to South America.
X	<b>Selection Process Completed for Lost Colony Voyages</b> The settlers would not have been referred to as the Lost Colony until after they were lost.
X	<b>Raleigh Declares United States a Land of Opportunity for Explorers</b> The New World would not have been referred to as the "United States" until after 1776.
X	<b>Colonists Plagued with Bacteria from New World Fruits</b> Bacteria were not discovered until 1674, when Anthony van Leeuwenhoek discovered microbes, and thus protozoa and bacteria.
X	<b>Christopher Columbus Amazed by Raleigh's Expeditions</b> Columbus died in 1506, decades before Sir Walter Raleigh's colonization efforts.
X	<b>Colonists Land on North Carolina Coast</b> The coast of what is now North Carolina was named Virginia by Raleigh's agents. No one called the area North Carolina for many years.
X	<b>Roanoke Colonists Receive Help from Spanish Armada</b> Spain was England's worst enemy and would never have permitted its fleet to help the Roanoke Island colonists.
X	<b>Ships Headed for Roanoke Island Stall for Lack of Oil</b> They were sailing ships. Oil was not used for fuel.
X	<b>Colonists Offer Peace Offerings to Cherokee</b> The Roanoke Island colonists never encountered Cherokee Indians, who lived farther west.

## More Activity Ideas

by Dr. Linda Robinson, from *The Lost Colony drama's resources for educators*. Access [www.thelostcolony.org](http://www.thelostcolony.org) for more.

1. Design a recruiting poster that Sir Walter Raleigh could have displayed to find individuals to come on the Roanoke voyages.
2. When the first colonists arrived on Roanoke Island, most of them would not have been able to communicate verbally with the Natives. (A few of the English had knowledge of at least a portion of the Algonquian vocabulary, and some of the American Indians had learned a smattering of English.) Imagine you are an English settler. Design posters or signs, using no words, that you would have created to communicate with the American Indians on subjects like who you are, why you came, and what you need.
3. Compare and contrast the climate in England with that of Roanoke Island. Create a graph of the temperatures from the two regions over several weeks. (You may use sources such as *USA Today* or Web sites.) How do the climates compare within one season? What is the latitude and longitude of each, and how do you think that may influence climate similarities and differences?
4. Write a monologue (a one-person speech) or diary entry for any of the following:
  - Manteo pleading with the Croatoans to welcome the colonists.
  - Governor John White explaining what he found on his return to Roanoke Island in 1590.
  - Sir Walter Raleigh trying to convince Queen Elizabeth I to help fund another voyage, after John White returned in 1590 with word of the missing colonists.



# Education Resources for North Carolina Exploration

## Web Sites

### **Bartram Trail Conference: [www.bartramtrail.org](http://www.bartramtrail.org)**

Founded in 1976, the BTC seeks to identify and mark naturalist and explorer William Bartram's southern route through eight modern states. The group also works to preserve and interpret natural and cultural areas along the route. The Web site contains maps, reading lists, and articles about Bartram's travels.

### **The British Museum Images:**

#### **[www.bmimages.com/resultsframe.asp?txtkeys1=jwhite\\_th](http://www.bmimages.com/resultsframe.asp?txtkeys1=jwhite_th)**

Set of John White drawings accessible from the British Museum's online image database. Digitized images may be viewed online, printed, or purchased.

### **Fort Raleigh National Historic Site: [www.nps.gov/fora](http://www.nps.gov/fora)**

The National Park Service Web site for Fort Raleigh National Historic Site has a section labeled "For Teachers" that includes detailed histories of the site and relevant English figures, as well as other teacher resources. The site also includes a junior park ranger program that could be adapted for classroom use, as well as information such as a list of participants in the voyages to Roanoke and a bibliography.

### ***The Lost Colony*: [www.thelostcolony.org/educators.html](http://www.thelostcolony.org/educators.html)**

*The Lost Colony* outdoor drama's Web site includes a number of lessons, some of which appear in this supplement. A student page is under development, the site states.

### **National Humanities Center Toolbox Library:**

#### **<http://nationalhumanitiescenter.org/pds/amerbegin>**

This excellent site, entitled "American Beginnings: The European Presence in North America 1492–1690," features a wealth of primary documents and literary texts, as well as maps and works of art. Materials are grouped in five theme areas: Contact, Exploration, Settlement, Permanence, and Power. There are reading guides and links to many other resources.

### **North Carolina Bartram Trail Society: [www.ncbartramtrail.org](http://www.ncbartramtrail.org)**

This society serves as steward for the hundred-mile-long national recreation trail in North Carolina that honors William Bartram. Details about the trail and hikes retracing Bartram's journey are available online.

### **North Carolina Department of Public Instruction: [www.dpi.state.nc.us/curriculum/socialstudies/middlegrades/discovernc](http://www.dpi.state.nc.us/curriculum/socialstudies/middlegrades/discovernc)**

DPI offers a collection of lesson plans and resources tied to the eighth-grade Standard Course of Study in "Discover North Carolina: Examining the Development of the State through the Coastal Plain." Topics include Roanoke Island colonies and early American Indians.

**North Carolina Museum of History Fun Zone and History Resources:**

**<http://ncmuseumofhistory.org/fko/index.html> and [nchistoryresources.org](http://nchistoryresources.org)**

The Fun Zone for kids includes time lines and history links, plus information for parents and teachers, such as bibliographies and lesson plans. The Education Resources page includes a searchable database of articles on historic topics, as well as notebooks, videos, virtual field trips, professional development opportunities, and other resources for educators.

**Roanoke Colonies Research Office: [www.ecu.edu/rcro](http://www.ecu.edu/rcro)**

Dr. Thomson Shields at East Carolina University created this Web site on the Roanoke voyages. The links section is particularly helpful, with several Web sites on the history of the Roanoke effort, including one created by the North Carolina State Library, links to primary sources, and an entire section devoted to Web sites for children.

**Roanoke Island Festival Park: [www.roanokeisland.com](http://www.roanokeisland.com)**

Included on this Web site for Roanoke Island Festival Park, a state historic site, are several pages detailing the history of the island and teacher resource pages. While the site can be difficult to navigate, it includes a great deal of useful information for both educators and students.

**Southern Nature: [www.amphilsoc.org/library/exhibits/nature/](http://www.amphilsoc.org/library/exhibits/nature/)**

This site of the American Philosophical Society features *Scientific Views of the Colonial American South*. Included in this online exhibit are pages on explorers John Lawson, Mark Catesby, William Bartram, John Brickell, and others.

**Virtual Jamestown: [www.iath.virginia.edu/vcdh/jamestown](http://www.iath.virginia.edu/vcdh/jamestown)**

While this site is primarily about the Jamestown, Virginia, settlement, it does contain digital copies of the John White and Theodor de Bry drawings. Click on "Maps and Images," and then on "White/de Bry Images" to bring up digitized copies of White's drawings and de Bry's engravings of the American Indians encountered by the earliest English colonists.

**Warren Wilson College Archaeology: [www.warren-wilson.edu/~arch/](http://www.warren-wilson.edu/~arch/)**

This site offers information about the Burke County site where archaeologists are unearthing information about Spanish explorers' time in North Carolina in the 1580s. There are photos and Podcasts, as well as general information and links to other archaeology sites. The site is being redesigned and will have much more information and many more photos.

**Internet Historic Map Resources****American Journeys—Eyewitness Accounts of Early American Exploration and Settlement, A Digital Library and Learning Center:  
[www.americanjourneys.org/index.asp](http://www.americanjourneys.org/index.asp)**

An excellent site with a user-friendly search function, this online library focuses on the earliest exploration of what is now the United States. Click on the "Images" button to bring up the search function, and several maps dated as early as the sixteenth century are easily accessible. The search feature is divided into categories, and the user can choose to search by region, features, and more.

Equally important, each map can be enlarged to read the text. The site also includes primary source documents related to North American exploration.

**The Archive of Early American Images, John Carter Brown Library:**

**[www.brown.edu/Facilities/John\\_Carter\\_Brown\\_Library/pages/ea\\_hmpg.html](http://www.brown.edu/Facilities/John_Carter_Brown_Library/pages/ea_hmpg.html)**

The site is more difficult to navigate than many, but this library at Brown University houses a huge collection of books, maps, and manuscripts related to the colonial period in North and South America, from 1492 until about 1825.

**The Atlantic World: “America and the Netherlands”:**

**<http://international.loc.gov/intldl/awkbhtml/>**

This site is in both Dutch and English, but searching is relatively easy, and the maps in the collection begin in the early part of the seventeenth century. One of many useful Web sites hosted by the Library of Congress, this digitized collection has excellent maps, though they focus mostly on areas of Dutch settlement, north of the Chesapeake Bay.

**The Carlton D. “Buck” Weaver TransAllegheny Map Collection:**

**[www.marshall.edu/library/speccoll/virtual\\_museum/weaver/default.asp](http://www.marshall.edu/library/speccoll/virtual_museum/weaver/default.asp)**

While the maps in this collection are not as old as some found on other Web sites, each is accompanied by extensive descriptions of the map, its importance, the author, and so forth. The earliest maps in this collection date to the middle of the eighteenth century; additionally, there is no immediately apparent way to obtain higher-resolution images.

**David Rumsey Map Collection: [www.davidrumsey.com](http://www.davidrumsey.com)**

This Web site functions with pop-ups; if pop-ups are blocked, it will not work properly. There are four browsers. After choosing a browser, you can search the extensive map collection. With a quick search, the earliest maps found date to the late eighteenth century.

**Geography and Map Division, Library of Congress:**

**<http://memory.loc.gov/ammem/gmdhtml/dsxphome.html>**

There are several searchable sections to this Web site, the most helpful of which is the “Discovery and Exploration” section. Included on this main page is a link to a “special presentation” on the 1562 map of America by Diego Gutiérrez ([www.memory.loc.gov/ammem/gmdhtml/gutierrz.html](http://www.memory.loc.gov/ammem/gmdhtml/gutierrz.html)). This link has a great deal of detailed information on this specific map, as well as detailed images taken from the map of sea creatures, coats of arms, and so forth. Another interesting online exhibit presented by the Library of Congress is “1492: An Ongoing Voyage” (<http://www.loc.gov/exhibits/1492/>). While the site does contain digital copies of maps found in the Geography and Map Division, the maps cannot be enlarged enough to read the text. Mainly this site is helpful for finding additional information on several maps in the collection. The entire collection can be searched by keyword, or the reader can browse by subject index. A number of images available on other sites are also available here, where they can be enlarged and downloaded. The LOC has by far the greatest number of maps and the easiest search system to use.

**George Howard's Collection of Old North Carolina Maps:**  
**[www.georgehoward.net/tarheelmaps.htm](http://www.georgehoward.net/tarheelmaps.htm)**

While considerably smaller than other listed Web sites, this collection contains one color scan of a 1630 map (likely the same as a map in the UG Hargrett Library but in color). Another nice feature of this site is the reader's ability to enlarge maps and read the tiny text that many contain.

**The Lawrence H. Slaughter Collection of English Maps, Charts, Globes, Books, and Atlases:** **[www.nypl.org/research/chss/map/slauweb.html](http://www.nypl.org/research/chss/map/slauweb.html)**

This New York Public Library collection includes items from a previous exhibit about English exploration of North America. There is excellent material on mapping, navigation, and similar topics. Digitized maps of the Southeast date to at least the 1600s.

***Lewis and Clark: The Maps of Exploration, 1507–1814*, University of Virginia Library:** **[www.lib.virginia.edu/small/exhibits/lewis\\_clark/ch1.html](http://www.lib.virginia.edu/small/exhibits/lewis_clark/ch1.html)**

Given that these maps are a part of an online exhibit, they are presented with a great deal of information pertaining to each map itself, its author, and general background. In "Novus Orbis: Images of the New World," sections 1 and 2, there are several maps from the 1500s and 1600s, many of which depict present-day North Carolina. The maps can be enlarged to read the text, though it does not appear that they can be printed from the Web site.

**Memoria Chilena:** **[www.memoriachilena.cl/mchilena01/temas/imagenes.asp?id\\_ut=cosmografiasamericanas](http://www.memoriachilena.cl/mchilena01/temas/imagenes.asp?id_ut=cosmografiasamericanas)**

This site is in Spanish, but the images are all presented on the first page, and the site is easy to navigate. The dates and titles of the maps are easy to distinguish; unfortunately, any other information requires knowledge of Spanish. Equally unfortunate, the images do not enlarge enough to read the map texts.

**North Carolina State Archives Map Collection:** **[www.ah.dcr.state.nc.us/archives/](http://www.ah.dcr.state.nc.us/archives/)**

Click on the MARS Catalog and then select "North Carolina Maps." You can either perform a keyword search or open the entire folder. Click on the subfolder "North Carolina Colony and State Maps" for a list of many very early maps. You can view high-resolution versions and basic background information.

**University of Georgia Hargrett Rare Book and Manuscript Library:**  
**[www.libs.uga.edu/darchive/hargrett/maps/newworld.html](http://www.libs.uga.edu/darchive/hargrett/maps/newworld.html)**

In the "New World" section of this digitized map collection, there are several maps of the East Coast of what is now the United States, ca. 1500s. The "Colonial America" section is possibly even more helpful, containing a number of maps from the seventeenth century, including ones with details on present-day North Carolina, then called Virginia.

**The Warner Map Collection:**  
**[www.lib.ua.edu/libraries/hoole/digital/warner/gallery.html](http://www.lib.ua.edu/libraries/hoole/digital/warner/gallery.html)**

Maps in this digital collection housed by the University of Alabama are sorted by both region and mapmaker, which is helpful if you are looking for a specific map. The earliest map of North America, by Cornelis de Jode, dates to 1593; there are several late 1500s maps depicting both North and South America.

## Internet Sources Relevant for Prehistoric Settlement

**Anderson, David G., and Michael K. Faught. *The Paleoindian Database of the Americas*. <http://pidba.utk.edu/main.htm>.**

This Web site is an expansion on the earlier database, the site of which is now defunct. The database includes a wider range of information on peoples across the Americas.

**Biello, David. "Ancient Stone Weapons Not Ancient Enough to Be Used by First Americans." *Scientific American*, February 22, 2007. [www.sciam.com/article.cfm?articleID=EB7B89C4-E7F2-99DF-3FEB5E35D73EE583](http://www.sciam.com/article.cfm?articleID=EB7B89C4-E7F2-99DF-3FEB5E35D73EE583).**

Biello's article argues that the so-called Clovis points that were believed to have arrived with the earliest people to migrate onto the North American continent are actually too young to have been the earliest tools used by these people. Rather, it appears that the technology identified as "Clovis points" is simply an example of the rapid expansion of new technology across existing peoples.

**Bower, Bruce. "Early New World Settlers Rise in the East." *Science News*, 157, no. 16: 244, week of April 15, 2000. [www.sciencenews.org/articles/20000415/fob1.asp](http://www.sciencenews.org/articles/20000415/fob1.asp).**

Evidence found at a Virginia archaeological site, Cactus Hill, reveals that ancient people lived there at least 15,000 years ago, a date that places them earlier than "Clovis cultures," previously regarded as the earliest known inhabitants of what is now North America.

**Lovgren, Stephen. "Clovis People Not First Americans, Study Shows." *National Geographic*, February 23, 2007. <http://news.nationalgeographic.com/news/2007/02/070223-first-americans.html>.**

A comprehensive article exploring the recent studies that suggest that the "Clovis cultures" were not the earliest inhabitants of North America. Rather, people likely migrated here at different points in time using a variety of routes.

**Rose, Mark. "Cactus Hill Update." *Archaeology*, April 2000. [www.archaeology.org/Online/news/cactus.html](http://www.archaeology.org/Online/news/cactus.html).**

This short article details the archaeological findings at the Cactus Hill dig site in Virginia.

**Walton, Marsha, and Michael Coren. "Scientist: Man in Americas Earlier Than Thought." *CNN*, November 2004. [www.CNN.com/2004/TECH/science/11/17/carolina.dig/index.html](http://www.CNN.com/2004/TECH/science/11/17/carolina.dig/index.html).**

This is a mainstream news article examining the findings at an archaeological site in South Carolina that seem to indicate human presence 50,000 years ago. Previous estimates of the earliest human inhabitants were dated around 10,000 years ago.

## Keywords for Internet Searches

Pre-Clovis or PreClovis  
Clovis Culture  
Blackwater Draw  
Paleoindians  
Early Arrival Hypothesis  
Clovis-First Hypothesis  
Cactus Hill Site  
Topper Site  
Albert Goodyear  
Meadowcroft Rock Shelter  
J. M. Adovasio  
Monte Verde  
Thomas Dillehay  
Solutrean Settlement of North America  
Lawrence Guy Strauss  
Solutrean Culture  
Bruce Bradley  
Dennis Stanford  
Center for First Americans  
Late Pleistocene  
Beringia  
Megafauna Extinctions  
Lost Colony and *The Lost Colony* drama  
Roanoke Colony  
Roanoke Island  
John White  
Thomas Harriot  
Theodor de Bry  
Manteo  
Outer Banks  
William Bartram  
John Bartram  
Fort Raleigh  
Sir Walter Raleigh  
Algonquian/Algonquin/Algonkian/Algonkin  
Henry Timberlake  
Hernando de Soto  
Juan Pardo  
John Lawson  
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Croatan/Croatoan  
Trading Path  
Albemarle  
Simon Fernandez

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An enthusiastic account of the four-month, 1584 reconnaissance voyage to Roanoke, written for the benefit of Sir Walter Raleigh, this report was first published in Richard Hakluyt's *The Principall Navigations, Voiages, and Discoveries of the English Nation* in 1589. This version regularized spellings and is thus not an exact transcription of the original document.
- Bartram, William. *Travels Through North and South Carolina, Georgia, East and West Florida*. Philadelphia, Pa.: James and Johnson, 1791. Also available online at <http://docsouth.unc.edu/nc/bartram/menu.html>.  
An artist, writer, botanist, gardener, explorer, and ethnographer, William Bartram recorded his observations during travels in the Southeast.
- Bartram, William. *William Bartram on the Southeastern Indians*. Edited by Gregory A. Waselkov and Kathryn E. Holland Braund. Lincoln, Neb.: University of Nebraska Press, 2002.  
First published in 1791, Bartram's original observations as he toured the American Southeast have been supplemented with illustrations, notes, bibliography, index, and an explanatory chapter about the significance of his writing with regards to anthropological studies of American Indian cultures.
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A short collection of primary source materials written for ages nine to twelve.
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This book includes translations of four accounts written by participants in the Hernando de Soto explorations, pulling together virtually all known primary source material from a journey through what are now Florida, Georgia, Alabama, the Carolinas, Tennessee, Mississippi, Louisiana, Arkansas, and Texas.
- Harriot, Thomas. *A Briefe and True Report of the New Found Land of Virginia*. New York, N.Y.: J. Sabin and Sons, 1871. Also available online at <http://docsouth.unc.edu/nc/harriot/menu.html>.  
A reprinting of the 1590 account of the Roanoke colony and the local Algonquian Indians, this book was originally intended to be a scientific guide to the New World and English colonization. The text includes twenty-nine engravings from Theodor de Bry (from John White's originals) depicting American Indians, their villages, and native flora and fauna.
- Lane, Ralph. *Raleigh's First Roanoke Colony*. Boston, Mass.: Directors of the Old South Work, 1902. Also available online at <http://docsouth.unc.edu/nc/>

lane/menu.html.

Ralph Lane relates his experiences as the Roanoke colony's first governor. Writing about explorations in North Carolina, Virginia, and surrounding areas, he describes interactions between the American Indians and colonists and mentions natural resources such as crops and minerals.

Lawson, John. *A New Voyage to Carolina*. London, England: John Stevens, 1709. Also available online at <http://docsouth.unc.edu/nc/lawson/menu.html>. The work that recounts John Lawson's five-hundred-mile, two-month trek into the Carolina backcountry. During the journey, Lawson kept a detailed journal, made sketches and maps, and gathered specimens of plants and animals. Lawson comments on agricultural quality, potential exports, land availability, colonial government, and physical health and moral character of the Carolinians.

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Timberlake, Henry. *The Memoirs of Lt. Henry Timberlake: The Story of a Soldier, Adventurer, and Emissary to the Cherokees, 1756–1765*. Edited by Duane H. King. Chapel Hill, N.C.: University of North Carolina Press, 2007. Timberlake's memoirs describe the months he spent living with the Cherokee, then escorting a delegation to London to meet King George III. He provides details about Cherokee life, including food preparation, games, gender roles, and ceremonies, as well as the creation of weapons, baskets, and pottery.

Virginia Company Archives, *The Ferrar Papers, 1590–1790*. A digital collection available in late 2007 through the Web site [www.amdigital.co.uk](http://www.amdigital.co.uk). While this collection does not include the Roanoke colony, it does contain important information on the earliest successful English colony, Jamestown.

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This book explores the life of the man who was so involved in the exploration of what became North Carolina. It is aimed at middle and high school students.

Briceland, Alan. *Westward from Virginia: The Exploration of the Virginia-Carolina Frontier, 1650–1710*. Charlottesville, Va.: University of Virginia Press, 1987. Briceland analyzes and interprets (and in some cases, challenges) the exploration accounts of Edward Bland, John Lederer, Thomas Batts, and others. The discussion includes information on the role of Indian trading paths.

Chaplin, Joyce E. *Subject Matter: Technology, the Body, and Science on the Anglo-American Frontier, 1500–1676*. Cambridge, Mass.: Harvard University Press, 2001.



Chaplin's book refocuses the study of English colonization as an invasion of a continent populated by American Indians. Through this shift in focus, Chaplin emphasizes the devastating toll on Indian populations and the changing nature of English thought about colonized (conquered) peoples.

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Cumming's big, classic book includes 124 illustrations and information on nearly every map produced during the colonial period.

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This text is a collection of essays on Thomas Harriot; it also includes eighteen black-and-white drawings.

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An explanation of the natural forces at work in the Outer Banks, this text examines the shifting nature of North Carolina's barrier islands. Included in the book are topics like beach erosion, inlet formation, and dune migration. Frankenberg concludes the book with a discussion of the human impact on the environment and natural resources of the Outer Banks.

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This book describes interactions between European settlers and Native inhabitants along the ever-changing North American frontier. Just beyond England's imperial reach, this backcountry region was a place of opportunity, intrigue, and conflict.

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Hudson mines Pardo documents to reveal details pertaining to Pardo's routes, encounters, and interactions with Native peoples; the social, hierarchical, and political structures of the American Indians; and clues to the ethnic identities of Indians known previously only through archaeology.

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This book places the colony of Jamestown in the context of Atlantic exploration, particularly by the English. It makes use of primary source material, including paintings, plays, and first-person accounts, as well as archaeological and environmental information.

Kupperman, Karen Ordahl. *Roanoke: The Abandoned Colony*. Lanham, Md.: Rowman and Littlefield Publishers, 2007.

This second edition includes a new preface by the author and is published to coincide with the British Museum's exhibit *A New World: England's First View of America*. Not simply a retelling of the Lost Colony myth, the book examines the people involved, American Indian cultures, and the reasons why the colony was abandoned.

Mallios, Seth. *The Deadly Politics of Giving: Exchange and Violence at Ajacan, Roanoke, and Jamestown*. Tuscaloosa, Ala.: University of Alabama Press, 2006.

This text explores three early colonization attempts—a Jesuit mission site, the infamous Lost Colony, and the first permanent English colony in North America. Interestingly, Mallios uses the novel framework of trade policies to discuss the relationships between the colonists and the American Indians, particularly how hostility and violence often resulted when colonists failed to meet the trade expectations of the Indians.

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In this illustrated work for ages nine through twelve, Miller utilizes primary documents to detail the history of Roanoke and those involved in its settlement, as well as theories about what happened to the colonists.

Oberg, Michael Leroy. *The Head in Edward Nugent's Hand: Roanoke's Forgotten Indians*. Philadelphia, Pa.: University of Pennsylvania Press, October 2007.

Oberg describes the founding of the Roanoke colony, examining both Sir Walter Raleigh's plans for establishing English colonies in the New World and the perspective of the American Indians living on Roanoke prior to the arrival of the colonists. Particularly, the author looks at how the Algonquian people experienced the arrival of Englishmen in Roanoke.

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Quinn offers a scholarly exploration of Sir Walter Raleigh's efforts to establish an English colony in the New World. He combines documentary, visual, and archaeological sources to provide a detailed account of early colonists' experiences.

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Flagler Beach, Fla.: Ocean Publishing, 2004.

Suitable for adult or young adult readers, Sammons's work offers a look at the lives and adventures of two of America's first botanists.

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Historic, archaeological, literary, and folkloric essays provide new insights on old questions concerning the Roanoke Island colonies of the 1580s.

Sloan, Kim. *A New World: England's First View of America*. Chapel Hill, N.C.: University of North Carolina Press, 2007.

Produced by the British Museum to accompany the exhibit of the same name, this work details John White's five voyages to "Virginia" and includes information about his time as governor of the Lost Colony. The book also features an extensive collection of White's watercolors.

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This anthology includes more than fifty selections of writings on the North Carolina Outer Banks. Stick encompasses the entire history of European interaction on the Outer Banks, beginning in the early sixteenth century and ending with modern-day accounts.

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Homsher's novel is a fictional depiction of the Roanoke colony told by two young Englishwomen. The first fictionalized character is Elenor (Eleanor) Dare, daughter of governor John White and mother of the first English child born in the New World, Virginia Dare. The second character is depicted as the servant of Dare, Margaret Lawrence. This historical fiction is based on primary accounts left by John White and the research of historians like David Beers Quinn.

Maden, Mary. *In Search of the Lost Colony*. Kitty Hawk, N.C.: Dog and Pony Publishing, 1996.

A children's book exploring the Lost Colony, this publication is a part of the Outer Banks Animals Adventure Series.

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Based on fact, but written in the format of fictional journal entries, Ray recounts the life of naturalist William Bartram. This illustrated work is suitable for grades 3–5.

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Picture book for readers in grades 2–5. A detective's daughter investigates the mystery of the lost colonists, reviewing several theories and allowing readers to examine facts and draw their own conclusions.